

start to  
**SUCCESS**

**JUNE 2020**

# **STUDENT WELLBEING DURING COVID-19**

**KEELE UNIVERSITY**



# METHODOLOGY



The survey aimed to better understand and explore the wellbeing and mental health of University students at Keele and Staffordshire University during the Covid-19 pandemic to help the university and Students' Unions to improve the services and support they offer.

The survey will be repeated once a month to assess longer term impact and inform future planning. The same participants will be followed up within each wave.

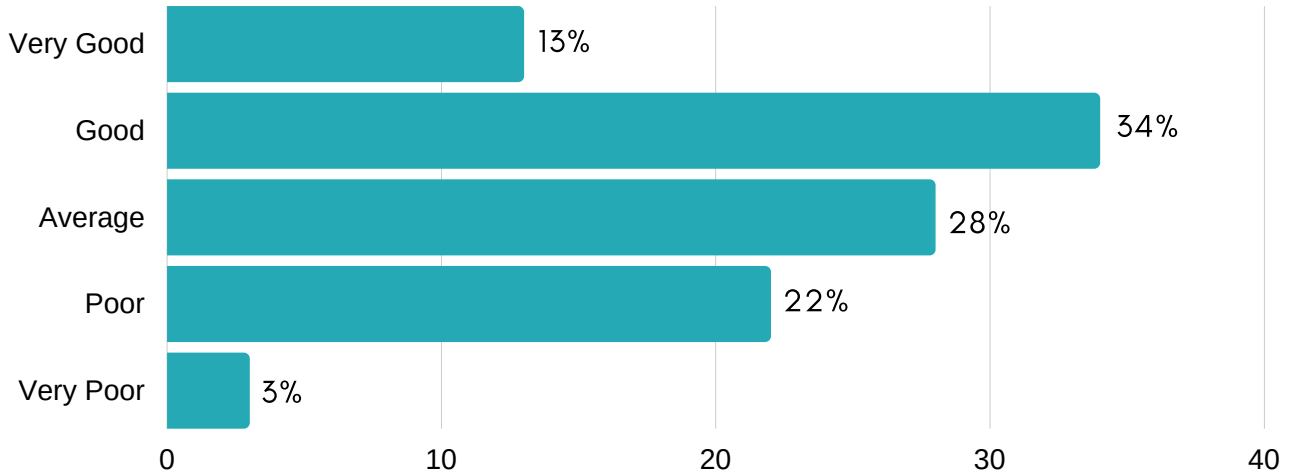
The survey was incentivised with a £10 Amazon voucher per institution.

The survey was live between 11th-24th May at Keele, and 13th-24th May at Staffordshire. In total Keele had 662 responses and Staffs had 490 responses.

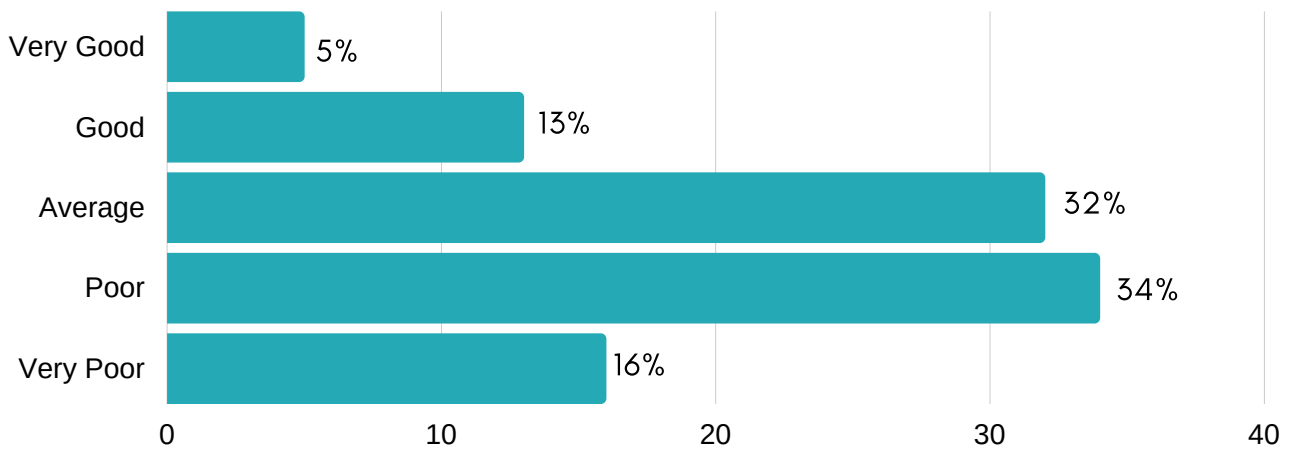
**The data presented in this report is from Keele University students only.**

# STUDENT WELLBEING

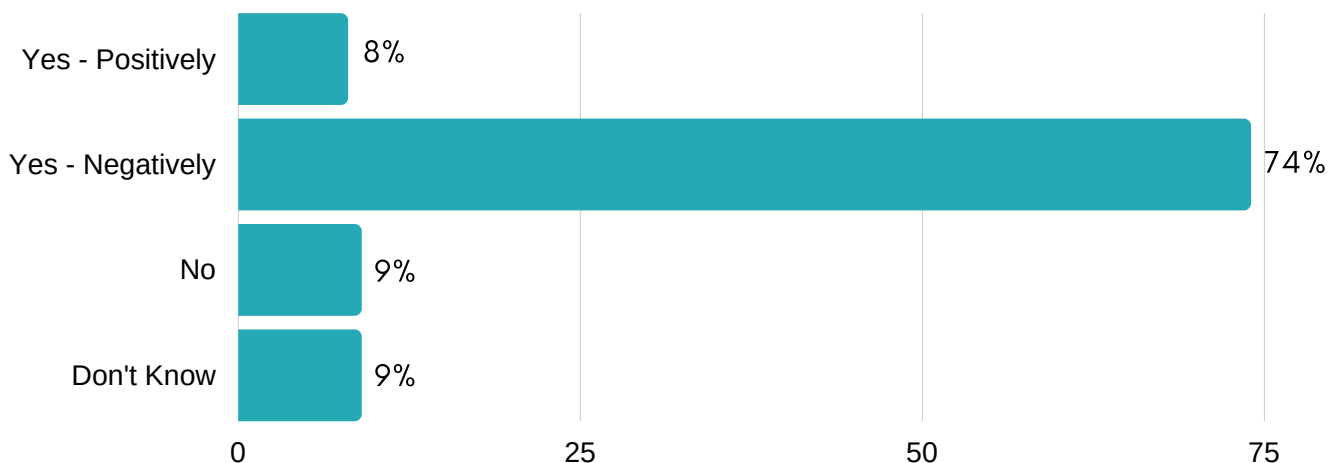
## HOW WOULD YOU DESCRIBE YOUR MENTAL WELLBEING BEFORE COVID-19? (% OF RESPONDENTS)



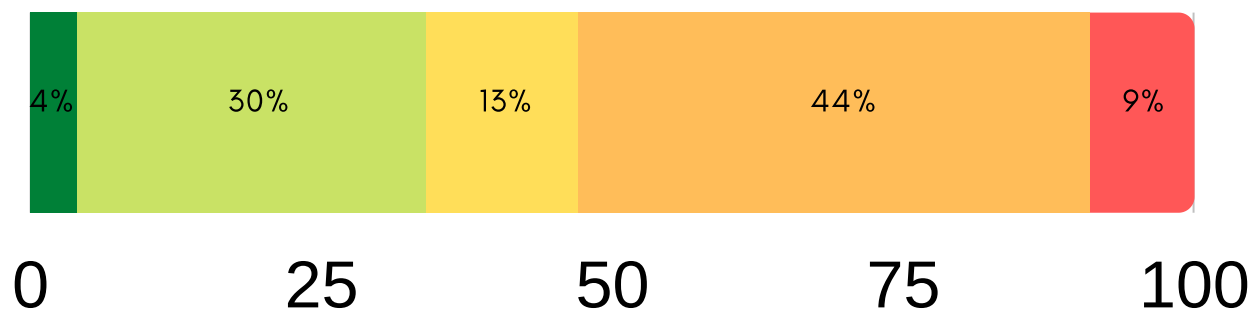
## HOW WOULD YOU DESCRIBE YOUR MENTAL WELLBEING CURRENTLY? (% OF RESPONDENTS)



## DO YOU FEEL THAT COVID-19 HAS IMPACTED ON YOUR MENTAL WELLBEING? (% OF RESPONDENTS)



## OVERALL, IN THE PAST MONTH, HOW SATISFIED HAVE YOU BEEN WITH YOUR LIFE? (% OF RESPONDENTS)



Dark green: High satisfaction (4%)

Light green: Moderate satisfaction (30%)

Yellow: Neither (13%)

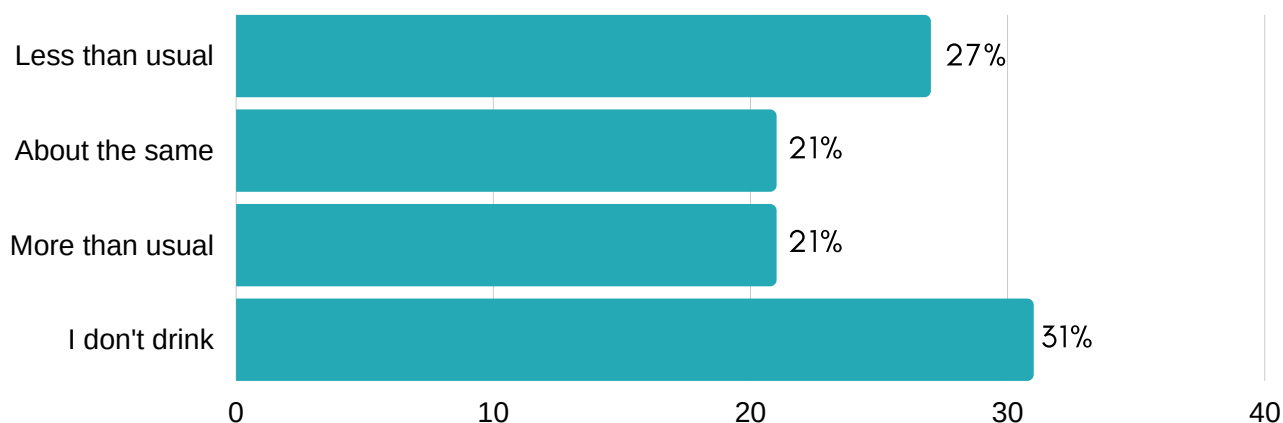
Orange: Moderately dissatisfaction (44%)

Red: High dissatisfaction (9%)

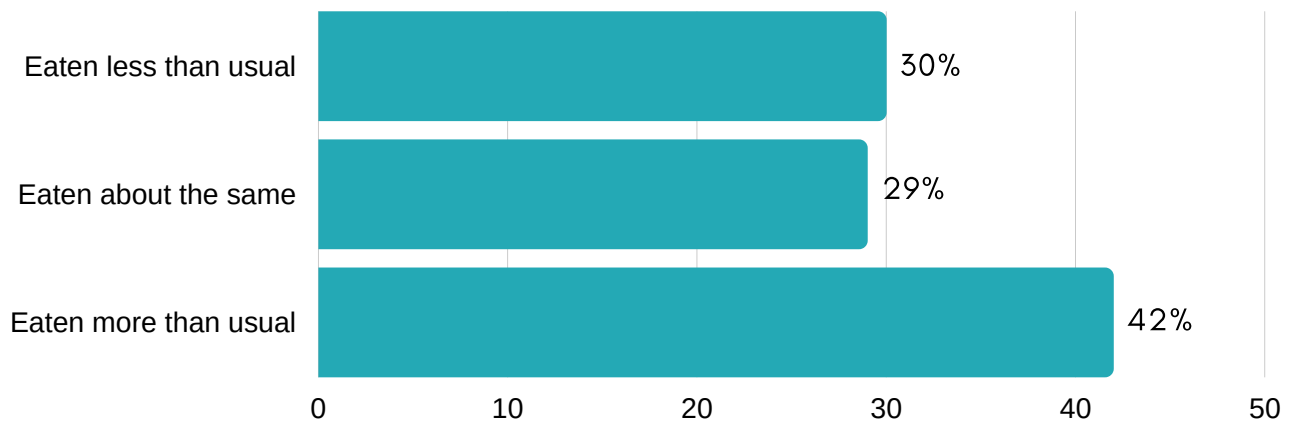
Within the Alterline survey (pre-Covid 19), 22% students had low satisfaction, 30% medium satisfaction, 40% high satisfaction and 9% very high satisfaction.

## CHANGES IN BEHAVIOUR

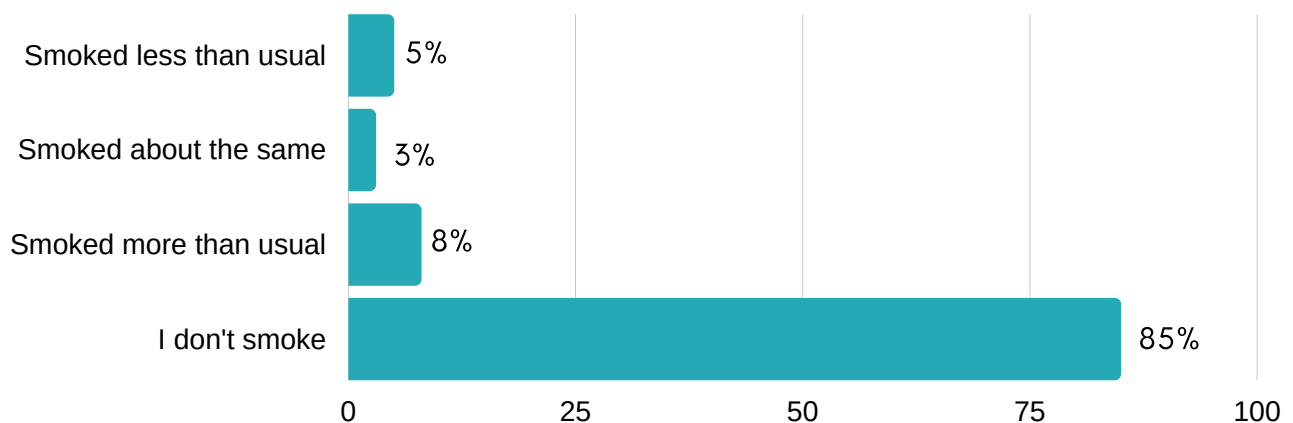
### OVER THE PAST MONTH, HAS YOUR ALCOHOL CONSUMPTION CHANGED AS A RESULT OF COVID-19?



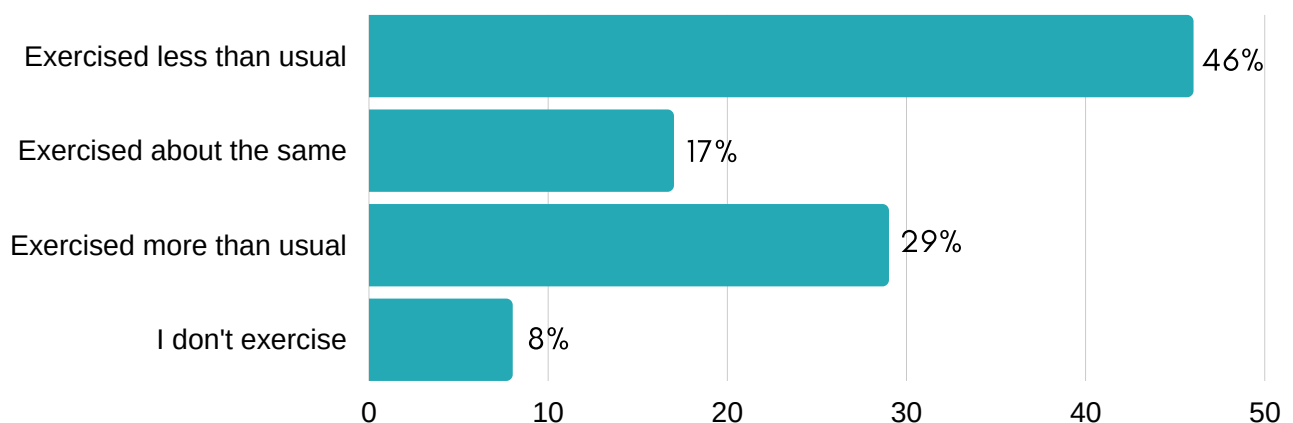
## OVER THE PAST MONTH, HAS YOUR DIET CHANGED AS A RESULT OF COVID-19?



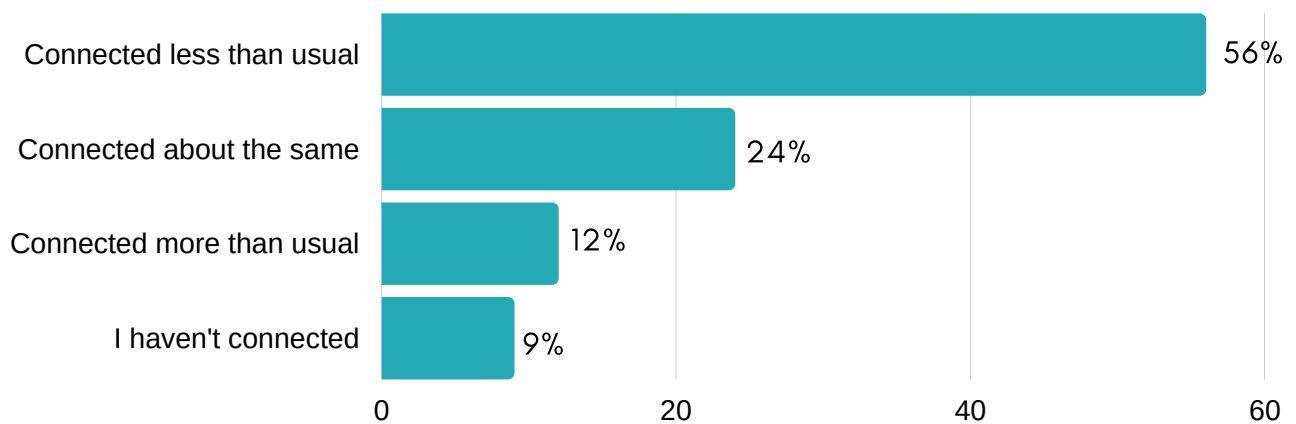
## OVER THE PAST MONTH, HAS YOUR SMOKING HABITS CHANGED AS A RESULT OF COVID-19?



## OVER THE PAST MONTH, HAS YOUR EXERCISE HABITS CHANGED AS A RESULT OF COVID-19?

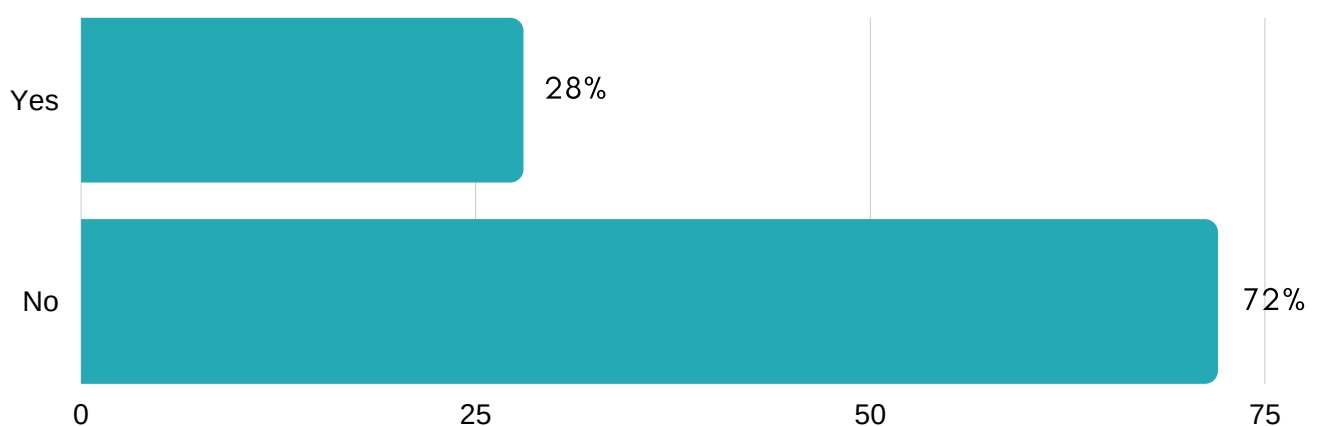


## OVER THE PAST MONTH, HOW HAS THE AMOUNT YOU CONNECT WITH YOUR PEERS CHANGED AS A RESULT OF COVID-19?



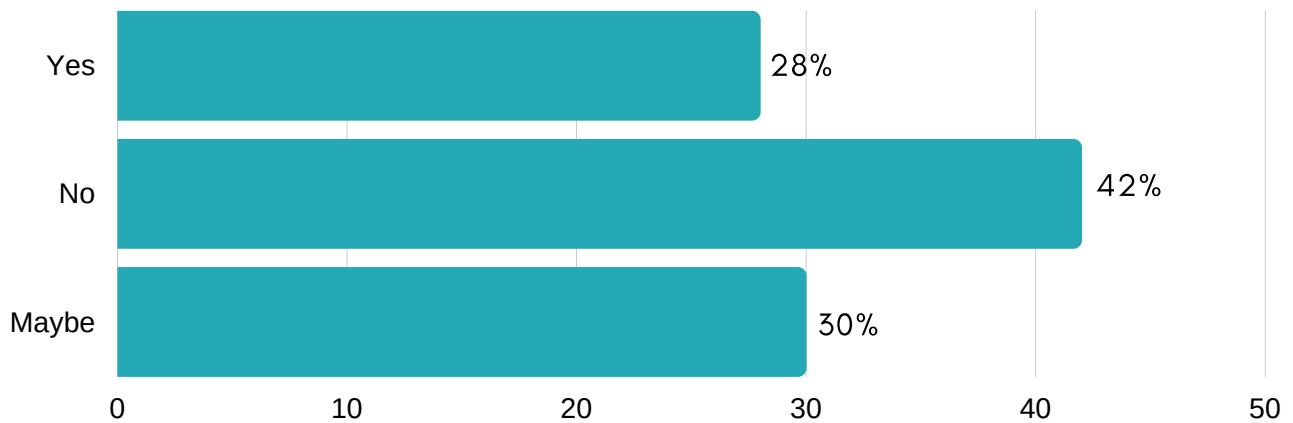
## SUPPORT

### SINCE THE OUTBREAK OF CORONAVIRUS, HAVE YOU ACCESSED STUDENT SUPPORT SERVICES OFFERED TO YOU BY YOUR UNIVERSITY?



Within the Alterline survey (pre-Covid 19), 27% Keele students had accessed services offered by the university.

**THE UNIVERSITY HAS MOVED TO ONLINE TEACHING AND GUIDANCE DURING THE COVID-19 PERIOD. THIS HAS INVOLVED SIGNIFICANT CHANGES FOR BOTH STAFF AND STUDENTS. HAVE YOU FELT WELL SUPPORTED AS PART OF THIS CHANGE?**



**WHAT ARE THE TOP 3 SOURCES OF SUPPORT YOU ARE ACCESSING TO SUPPORT YOUR STUDIES DURING THIS PERIOD OF REMOTE WORKING?**

- 1 SCHOOL BASED**
- 2 PEER SUPPORT**
- 3 LIBRARY**





# WHAT CAN THE UNIVERSITY DO TO SUPPORT YOU DURING THE PANDEMIC?

**KEY THEMES:  
ONLINE TEACHING,  
COMMUNICATION,  
SUPPORT & NO  
IMPROVEMENTS  
NECESSARY**



# ONLINE TEACHING

## **Issues with online resources and delivery of teaching (63 comments)**

The key issues are the lack of interactivity, and students want to see video based or live materials delivered, rather than PowerPoints. They also express that there is a lot of value lost when the PowerPoints are not being delivered normally due to the verbal delivery and discussions that take place. Students also felt that additional materials should be provided to account for the lack of teaching. A smaller number of comments spoke about online resources that were not relevant or were of a low quality, and of technical difficulties with accessing the online resources.

## **Format of Exams & Assessments (42 comments)**

Most students within this sub-theme reported not being given the appropriate, relevant and timely guidance about their exams, and in particular, about any changes that had been made. A lot of students felt that given the circumstances, exams and assessments should be cancelled, particularly those that are not essential in meeting the degree requirements. Students were concerned that their academic capacity being impacted by the pandemic and mentioned that results from exams and assessments wouldn't be an accurate reflection of their ability.

## **Extension of Deadlines (31 comments)**

Students reported still feeling pressure and stress from having multiple deadlines in close proximity, and although they acknowledged that the university had allowed an extension on deadlines, this could be further improved. Some students spoke about having to juggle work, and caring for a family whilst not having access to the usual resources (e.g. library) has had a negative impact on their wellbeing and quality of academic work. There were a small number of students who discussed the extension of deadlines in a positive manner, and reported being impressed and thankful for the flexible approach.

## **Lack of consistency and need for structure (15 comments)**

Students reported that there was a lack of consistency between approaches from academic staff, across schools and quality of teaching. This was reported to have caused increased stress and pressure. Seven comments were made which related directly to the need for more structure to the delivery of online teaching which would alleviate this lack of consistency.

**Other emerging themes: limited access to teaching materials (8 comments) and the insinuation that no teaching has been made available online to them (8 comments).**

# COMMUNICATION

## **Improve communication generally (76 comments)**

Students reported that they felt the communication from the university, both professional and academic, needed to be clearer and more frequent. In particular, students wanted to hear about the impacts on studies, support services, finances, grades and what to expect when they transition back into university. Some students stated that they just wanted the university to check in on them and stay in touch throughout the pandemic. One of the key issues within this theme was a lack of response to emails, with students waiting long periods of time for answers to their questions.

## **Communication with Schools & Academic Staff (73 comments)**

One of the key issues in regards to communication with the schools and academic staff was students not receiving responses to their emails, whether this was with course specific queries or wanting guidance on assignments. Students also felt that personal tutors should conduct check-in's with students, and that contact hours should be maintained despite not being physically on campus.

## **Tone/Content of Communications (14 comments)**

Largely, students felt that communications from the university should be reassuring and supportive and that was the most important thing. Other students also stated that the university should be open and honest about future to avoid speculation.

# SUPPORT

## **Academic Support (37 comments)**

Students mainly felt that there was a lack of support being provided by their school, and felt that they would benefit from increased guidance from their school, particularly in regards to assessments and grade outcomes. Some students felt that the materials they had been provided online were not adequate and wanted more frequent and detailed communication from their school. A number of students suggested that their personal tutor should check in with them at this time, and a couple of students suggested implementing further peer learning initiatives such as online forums.

## **Mental Health (29 comments)**

Students reported wanting more mental health support and were concerned that this was no longer available with the university closure, others reported wanted clearer signposting to services utilising the university webpages rather than emails. A small number of students suggested an increase in mental health and wellbeing guidance and tips, particularly around coping during a pandemic.

### **Financial (23 comments)**

Of the 23 comments, 13 were made up of students recommending a reduction in tuition fees. Other students reported wanting further financial support generally, with accommodation and with extension of financial deadlines.

### **Specific student groups (11 comments)**

Two key groups of students that were commonly discussed were students with disabilities and PGR students. Students with disabilities felt that all appropriate adjustments had not been met such as with accommodation and online learning. PGR students felt there was a lack of clarity about the impact of Covid-19 on their degrees and felt that extensions should be allowed, especially those who cannot complete fieldwork.

**Other emerging themes: skill building, transitions and EC's**

## **NO IMPROVEMENTS NECESSARY**

### **No improvements necessary (72 comments)**

A large number of students felt very supported by the university and felt that they were doing everything they could given the circumstances.



# THINKING ABOUT THE APPROACH TAKEN BY THE UNIVERSITY IN RESPONSE TO COVID-19, WHAT HAS WORKED WELL?

**KEY THEMES:  
ONLINE TEACHING,  
COMMUNICATION,  
SUPPORT, UNIVERSITY  
APPROACH AND  
NOTHING**

# ONLINE TEACHING

## Online Resources and Delivery of Teaching (131 comments)

Students were happy with the quickness of the transition to online resources and teaching. Students have a preference for lectures that have audio compared to just slides. It was expressed how beneficial online teaching is for providing more flexibility and the ability to keep returning to lectures. They also like the use of different platforms like Microsoft Teams and the use of google hangout for seminars which also helped them connect with peers.

## Extension of Deadlines (70 comments)

The automatic 2-week extension and the policy of non-detriment were frequently cited as working well for students, and again relieving pressure and stress. Other students also commented the of increased flexibility and greater leniency on extenuating circumstances has made students feel more supported.

## Format of Exams & Assessments (54 comments)

Students found the adjustment to the format of exams was organised, quick and communicated well which relieved pressure and stress. The move online has also increased accessibility.

# COMMUNICATION

## Communication has been informative (90 comments)

Students have felt the communication from the VC and heads of schools/departments have kept them updated on plans, particularly in the early stages. These emails have also kept students feeling part of the Keele community. Furthermore, students have liked that emails have checked in on students and provided information on mental health.

# SUPPORT

## Academic Support (45 comments)

Students have reported that they have received good support by academic staff, although there were regular comments that this varied between lecturers. Students most frequently cited they had received support off their personal tutor, with others mentioning support from supervisors and some lecturers. This support has come from responding in a timely manner to emails, having individual meetings, and being available for calls.

## Accommodation (17 comments)

Students have felt there was clear communication about accommodation and support for those leaving and staying on campus. The waiving on accommodation fee was also frequently cited.

### **Mental Health (16 comments)**

The approach the university has taken particularly around extensions and assessments have made students feel less stressed and anxious. Furthermore, the transition to online has been better suited to some students with mental health conditions.

### **Other Support (18 comments)**

Students have commented on the support received through student services and the library. Students liked the emails sent by student services, the continuation of exam plus and comment on international support. Students commented on the library increased resources and support.

## **OVERALL UNIVERSITY APPROACH**

### **Overall university approach (40 comments)**

Many students agreed that the university took quick and necessary action in closing the university and demonstrated that they had a clear plan in place.

## **NOTHING**

### **Unsure or felt that nothing had worked well (44 comments)**

Several students commented that the university has done nothing well in response to Covid-19 or was unsure.





# THINKING ABOUT THE APPROACH TAKEN BY THE UNIVERSITY IN RESPONSE TO COVID-19, WHAT HASN'T WORKED WELL?

**KEY THEMES:  
ONLINE TEACHING,  
COMMUNICATION,  
SUPPORT, OVERALL  
APPROACH & NOTHING**

# ONLINE TEACHING

## Issues with Online Resources and Delivery of Teaching (132 comments)

Students are struggling with online teaching although some do appreciate this is all that can be offered in this current time. The key issues reported with online teaching was the poor transition, the lack of online content, inconsistency between lecturers, some modules not suitable for online teaching, and lack of resources. The transition to online was reported to be poor, unorganised and took a long time. There were frequent comments that lectures do not cover the whole module, or lectures have completely stopped now resorting to students self-teaching the course. It is reported that the quality of lectures has decreased, arguably because some have mentioned varying delivery methods. Students have preference over live sessions which allows more interactivity, whilst PowerPoint slides, narration over slides, or last year recording have not been adequate. Some students reported that some modules are not suitable for online (fieldwork/placements), and others have commented seminars do not work because of poor student turnout and difficulty with discussions. Finally, student resources are limited because reading lists are not accessible online.

## Format of Exams & Assessments (58 comments)

Students have reported not liking the transition in exams and assessment. Initially, as the university went into lockdown assessment continued, following this there was a delay, frequent changes and lack of clarity in the format of assessments and exams. Some students have reported that the current situation has not been appreciated with grading (which should also consider the strike), clustering assessments together and some student report increased workloads. Finally, the format of the exam does not consider disadvantaged students.

## Extension of Deadlines (17 comments)

There were mixed comments on the extension of deadlines. Some indicated extension led to procrastination, others found deadlines still hard to meet, and some suggested assessments should have been scrapped altogether. Exams dates remained the same which conflicted with assessment extensions.

# COMMUNICATION

## **Communication with Schools and Academic Staff (60 comments)**

Students have frequently reported there has been either no communication, miscommunication or lack of information provided throughout this period, particularly around exams and assessment. Some lecturers have also been difficult to contact, or slow to respond.

## **Improve Communication Generally (40 comments)**

Students reported miscommunications between the VC and Schools which led to confusion, uncertainty and stress. There was mix in opinions on the number of emails received initially, but the preference of more since leaving campus.

## **Tone/Content of Communications (36 comments)**

Overall students have reported communication to be vague and confusing, and not considerate of the current situation and caused anxiety. The tone in some emails from the VC concerning leaving campus and lecturers around EC has been too formal and some reported rude. Students felt they should have been checked on during communications.

# SUPPORT

## **Academic Support (39 comments)**

A key themes student identified was the lack of support and guidance around exams and assessments plus the lack of consideration of the current situation. Students reported feeling there was an inconsistency between schools and lectures with the level of support available, for example, some only providing support over emails compared to other providing calls.

## **Mental Health (23 comments)**

Students have reported that COVID-19 has increased their stress and anxiety and that exams and assessments have further exuberated this. Some students have reported that mental health has not been supported and want more resources.

## **Postgraduates (16 comments)**

Postgraduate student frequently cited that they do not feel supported and have not been acknowledged as well as undergraduate students.

## **Accommodation (14 comments)**

Students still on campus feel isolated and not supported, whilst those that have left are unclear about accommodation fees and belongings. Those living off-campus feel they have not been supported as they have to continue to pay rent.

### **Financial (12 comments)**

Some students commented around wanting refunds or compensation, financial support and some reporting concerns around student finance.

### **Specific Student Groups (11 comments)**

Some student groups felt unsupported compared to others, these were foundation year, individuals with a disability, caring or working responsibilities and studying abroad.

## **OVERALL UNIVERSITY APPROACH**

### **Overall University Approach (36 comments)**

Students felt the university sent out mixed message going from 'business as usual' to closing over a matter of days. Compared to other universities Keele was slow to close and made it difficult for international students to return home. Students also commented on poor plan/communication for the next academic year (it should be noted this survey was done before VC email about next academic year).

## **NOTHING**

### **Unsure or nothing has not worked well (70 comments)**

Several students could not comment or felt the university done best to support the student during this unprecedented situation.





**THINKING  
ABOUT YOUR  
PERSONAL  
UNIVERSITY  
AND STUDENT  
EXPERIENCE,  
PLEASE TELL US  
ABOUT ANY  
DRAWBACKS  
YOU HAVE  
EXPERIENCED  
AS A RESULT  
OF COVID-19.**

**KEY THEMES:  
ACADEMIC, SOCIAL,  
MENTAL HEALTH, HOME  
LIFE, COMMUNITY,  
MISSING OUT, PHYSICAL  
HEALTH & FINANCIAL**

## ACADEMIC

### Academic Drawbacks (235 comments)

Students mainly report having less motivation or ability to concentrate on academic work during the pandemic, especially with working from home. This in itself was a drawback for many students who spoke about having a lack of resources such as the library. Students feel disconnected from their course and felt that the online teaching and communication from academic staff needs to improve. A smaller number of students also reported how difficult group working has now become, and stated that they previously got a lot of support from course mates which is more difficult now.

## SOCIAL

### Social Drawbacks (169 comments)

Many students spoke about the lack of social interaction, and as a result an increase in loneliness and isolation. This has affected the mental health of many students, with respondents citing peers, clubs and societies as a key source of support usually which is now more difficult.

## MENTAL HEALTH

### Mental Health Drawbacks (85 comments)

All 85 students who spoke about their mental health reported a decline in mental wellbeing, with many reporting an increase in stress, anxiety and depression. This, in turn, has had a detrimental impact on academic work, physical health and sleep. A small number of students reported having experienced suicidal thoughts as a result of the pandemic.

## HOME LIFE

### Home Life Drawbacks (60 comments)

Students spoke about the difficulties of home life which has been a drawback of the pandemic in their perspective, issues including difficult relationships with family members, lack of support and lack of workspace were discussed. Many students had additional responsibilities such as looking after young children and caring for vulnerable relatives which was also impacting their ability to engage in course work. The adjustment of moving back home has also been difficult for some, with students reporting a lack of independence and support.



## SENSE OF BELONGING AND COMMUNITY

### Community Drawbacks (48 comments)

48 students reported feeling disconnected from the university and the Keele Community as a result of the pandemic. They recognise that while the academics has continued and adapted, the extra-curricular aspects that contribute to the sense of community has not such as societies, student events and opportunities to socialise. A smaller number of students reporting missing the Keele campus itself.

## MISSING OUT

### Missing Out (46 comments)

Many students spoke about the end of the academic year ending 'abruptly' with no opportunity to say goodbye to friends, and no opportunity to celebrate. Many spoke about specific events that they had been particularly looking forward to, most of which had required a great deal of work such as varsity, dance shows and drama productions. A smaller number of students expressed their upset that graduation was cancelled as there was no official way to celebrate their achievements.

## PHYSICAL HEALTH

### Physical Health Drawbacks (29 comments)

29 students reporting experiencing negative effects of the pandemic on their physical health, with many reporting doing less exercise, eating more and putting on weight. Students also reported having poorer sleep quality and difficulty accessing health services such as collecting prescriptions.

## FINANCIAL

### Financial Drawbacks (17 comments)

17 students reported financial issues as a result of the pandemic, mainly around loss of income from lost jobs, housing contracts that students are paying for (but not living there) and tuition and accommodation fees.



**THINKING  
ABOUT YOUR  
PERSONAL  
UNIVERSITY  
AND STUDENT  
EXPERIENCE,  
PLEASE TELL US  
ABOUT ANY  
BENEFITS YOU  
HAVE  
EXPERIENCED  
AS A RESULT  
OF COVID-19.**

**KEY THEMES:  
ACADEMIC, NO  
BENEFITS, PHYSICAL  
HEALTH, PERSONAL,  
SOCIAL & FINANCIAL**

## ACADEMIC

### Academic Benefits (161 comments)

Many students reported having more time to complete their academic work, with many reporting the two week extension and change in assessments as the key contributor, with others saying it as a result of it being easier to access resources and communicate with academic staff. Many students reported having increased focus and attention on academic work, especially as other options have become unavailable. Students report their homes being quieter than university halls and houses which has offered more productive working and revision environments. A smaller number of students reported that the marking and feedback on assignments has been much more useful and constructive since the pandemic.

## NO BENEFITS

### No Benefits (116 comments)

116 students reported they could not think of any benefits of the pandemic.

## PHYSICAL HEALTH

### Physical Health Benefits (67 comments)

67 students reported improvements in physical health, particularly with having more time to work out and the increase in digital physical activity resources. Many others also reported an improvement in sleeping patterns, better nutritional choices and a reduction in alcohol consumption.

## PERSONAL

### Personal Benefits (66 comments)

66 students reported areas of personal growth as a key benefit of the pandemic. Many students spoke of learning new skills, or refining existing skills such as crafts, languages and drawing. Many others spoke about how they now had more time than ever for personal time (many put this down to not having to look for a parking space on campus) which has given them the opportunity to focus on themselves, their course and the future. Also, within this theme, many students quoted spending their personal time with their dog and expressed how this had a positive impact on their mental wellbeing.

## SOCIAL

### **Social Benefits (65 comments)**

Many students spoke about the benefits including getting to spend more time with their families, and as a result build better relationship with their parents and siblings. Many students also reported putting more effort into socialising digitally with their friends. In some cases, students reported the remote socialising was beneficial for their social anxiety, and that it immediately takes the pressure off engaging in social situations that they wouldn't have wanted to previously.

## FINANCIAL

### **Financial Benefits (29 comments)**

29 students reported financial benefits of the pandemic, mainly through not having to commute to the university, not paying as much for living expenses and the ability to work more hours at work.



# HOW DO YOU FEEL ABOUT RETURNING BACK TO UNIVERSITY CAMPUS?

**KEY THEMES:  
POSTIVE (EXCITED &  
EAGER), NEGATIVE  
(ANXIOUS &  
APPREHENSIVE) &  
AMBIVALENT**

**76 students reported that they won't be returning to campus (mostly finalists) and 11 students reported still being on campus.**

## **POSITIVE**

### **Excited (141 comments)**

The majority of respondents were excited about the thought of returning to campus. They spoke about missing their independence, their friends and a sense of normality.

### **Positive (55 comments)**

55 students reported feeling positive about returning as long as health and safety measures are implemented.

### **Eager (23 comments)**

A smaller number of students reported wanting to be back on campus as soon as possible.

## **NEGATIVE**

### **Anxious (102 comments)**

102 students reported feeling anxious or apprehensive about returning to campus. Many reasons are given to justify this including feeling unprepared and worried their academic ability has been impaired and concerns about how the university will maintain social distancing measures and potentially contracting the virus.

### **Negative (19 comments)**

A smaller number of students reported feeling negatively about returning to campus, citing reasons including perception that it won't be safe and that they prefer to work from home.

## **AMBIVALENT**

### **Ambivalent (14 comments)**

14 students reported not being bothered either way about returning to campus. Two report this is because it still feels like a long way off.





# WHAT WILL YOU DO TO PREPARE FOR THIS?

**KEY THEMES:  
NOTHING, PHYSICAL  
HEALTH PRECAUTIONS,  
ACADEMIC, PRACTICAL,  
DON'T KNOW, MENTAL  
HEALTH & SOCIAL**

## NOTHING

### Nothing to prepare (127 comments)

The majority of students felt that there was nothing more they could do to prepare themselves for returning to campus. Many stated it would be no different to returning at other times, and that there was nothing more to do than the usual preparations.

## PHYSICAL HEALTH PRECAUTIONS

### Physical Health Precautions (103 comments)

103 students reported they would take additional precautions to protect their physical health such as purchasing face masks, cleaning equipment and gloves. Many also reported ensuring they are up to date on the social distancing guidance to ensure that they adhere to the appropriate procedures in order to protect themselves.

## ACADEMIC

### Academic Preparations (64 comments)

64 students discussed how they would prepare academically for returning to campus. Many spoke about getting back into a learning routine and doing extra reading to ensure they were ready for the new year. Specific skills students spoke of included note taking, critical reading and writing essays. A smaller number of students reported preparing themselves for the changes to teaching, particularly having smaller class sizes and understanding they may not be able to see their course mates straight away.

## PRACTICAL

### Practical Preparations (59 comments)

Many students spoke of practical arrangements to prepare for returning to university such as sorting accommodation, arranging transport, purchasing stationery and books and packing. A smaller number of students discussed readjusting their routines to prepare.

## DON'T KNOW

### Didn't know how to prepare (48 comments)

48 students didn't know what they could do to prepare, many stated it was too early to tell and that decisions will be made closer to the time.

## MENTAL HEALTH

### **Mental Health Preparations (18 comments)**

18 students felt they needed to mentally prepare themselves for the return to university, and ensure their mental health was a priority within the transition back. Students reported that the transition back to university following the summer vacation is a difficult time mentally, and others reported that skill building such as stress management would be beneficial.

## SOCIAL

### **Social Preparations (17 comments)**

17 students spoke about organizing plans with their friends and facilitating events for social interaction whilst maintaining social distancing procedures. They spoke about the importance of connecting with friends as a source of support.



# WHAT CAN THE UNIVERSITY DO TO PREPARE AND SUPPORT YOU FOR THIS?

**KEY THEMES:  
COMMUNICATION,  
NOTHING, PRACTICAL  
ADVICE, RULES AND  
REGULATIONS,  
ACADEMIC SUPPORT,  
DON'T KNOW, SUPPORT  
& FINANCIAL**

## COMMUNICATION

### Communication (117 comments)

Students mainly suggested that the university continues to communicate regularly with clear guidance on the university's plan and approach. Students particularly wanted to know what to expect when they do return to university, and also more specific communication around when students can return to accommodation to collect belongings and updates on graduation. Students wanted communication about returning to campus in good time and for the messages to be transparent and honest.

## NOTHING

### Nothing (84 comments)

84 students felt that there was nothing more the university could do to prepare and support students for their return and felt it was already doing enough.

## PRACTICAL ADVICE

### Practical Advice (68 comments)

Many students suggested practical ways the university can prepare for the return of students, mainly ensuring there is plenty of PPE and hand sanitizer, increasing cleaning of spaces on campus and testing facilities available on campus. Students also spoke about transport to campus, and allocating more parking spaces so that fewer students had to use public transport to get to campus. A smaller number of students requested that on campus facilities were opened sooner including the library, gym and cafes.

## RULES AND REGULATIONS

### Rules and Regulations (66 comments)

66 students spoke about the university putting into place clear rules and guidance about social distancing and ensuring this was clear to every student. Social distancing was the main suggestion, and students felt that this should be monitored and enforced to ensure it is taken seriously.

## ACADEMIC SUPPORT

### Academic Support (45 comments)

45 students spoke about the transition back to university, and felt that the university should offer further academic support to prepare students for this. Suggestions included leniency with marking of assessments, allowing for sickness, better revision support and reduced workload. A smaller number of students spoke about having specific requirements for finalist such as dissertation guidance and potential extensions to support them. A small number of students also suggested getting reading or module outlines further in advance in order to ease themselves into the academic mindset following the summer vacation.

## DON'T KNOW

### Don't know (31 comments)

31 students didn't know what more the university could do, they felt it was hard to say at this stage.

## SUPPORT

### Mental Health and Wellbeing Support (30 comments)

30 students reported wanting more mental health and wellbeing support for students for when they return to campus, and particularly mentioned improved signposting to existing services. Many discussed their mental health struggles during the pandemic and felt that the university would be required to support these students once they return. A specific mental health drop-in was suggested, as well as continuing online and remote support.

## FINANCIAL

### Financial (10 comments)

10 students reported that the university can further support financially through reducing tuition fees and accommodation fees.

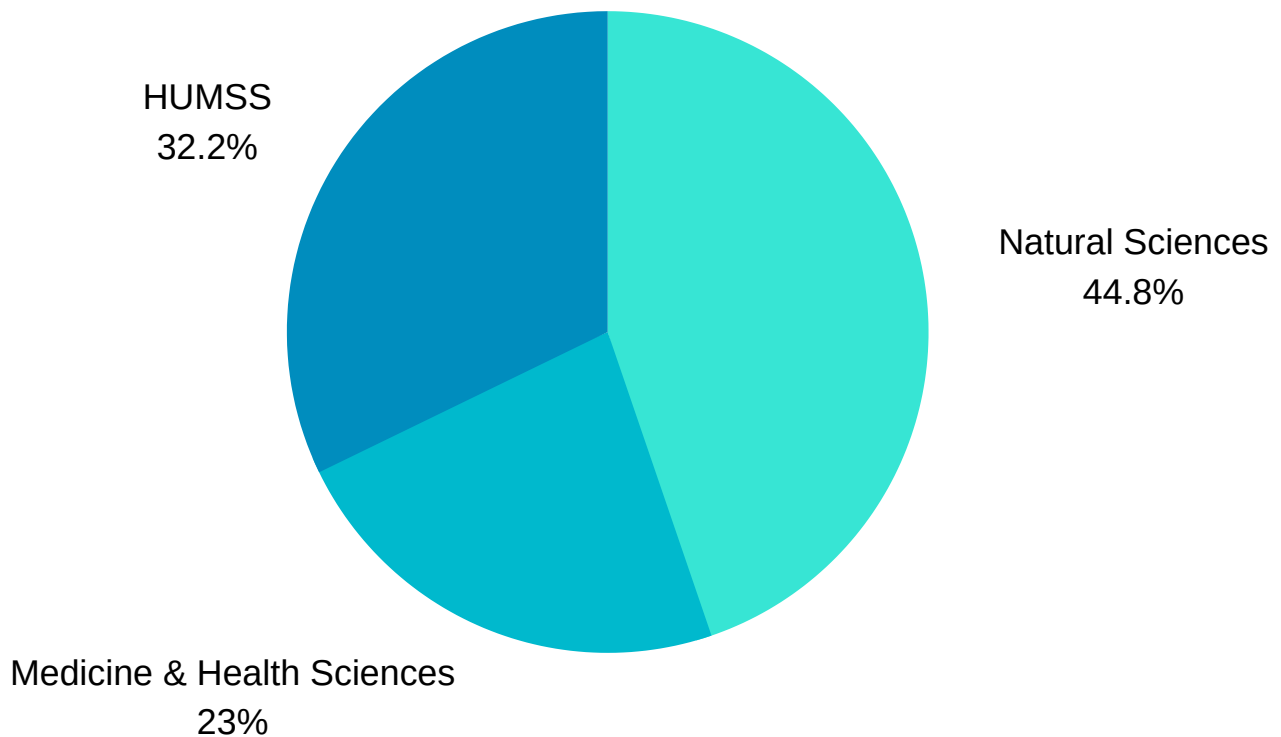




# RESPONDENT DEMOGRAPHICS



# COURSE / FACULTY



## COURSES REPRESENTED:

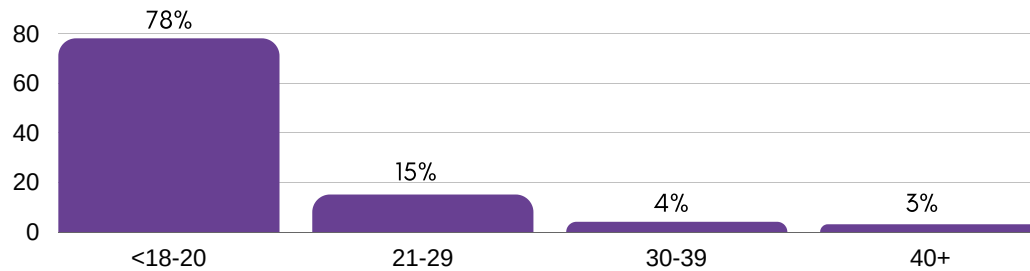
Mathematics 16  
 Life Sciences 2  
 Geography 15  
 Geology 8  
 Geoscience 5  
 Environment and Sustainability 4  
 Environmental Science 9  
 Computer Science 18  
 Physical Geography 4  
 Physician Associate Studies 1  
 Physics 13  
 Psychology 52  
 Chemistry 9  
 Natural Sciences 1  
 Earth Science 1  
 Cognitive Psychology 2  
 Applied Biomedical Science 1  
 Astrophysics 6  
 Biochemistry 13  
 Biology 16  
 Biomedical Engineering 1  
 Biomedical Science 42  
 Child Development 1  
 Counselling 5  
 Forensic and Analytical Investigation 6  
 Forensic Science 24  
 Human Biology 3

Business Administration 3  
 Business and Human Resource Management 2  
 Business Management 4  
 English 10  
 English Literature 14  
 English with Creative Writing 5  
 Creative Writing 2  
 Film Studies 7  
 History 22  
 Media 3  
 Music 2  
 Music Technology 2  
 Accounting 13  
 Management 2  
 Marketing 5  
 Human Resource Management 1  
 International Business 5  
 International Law 2  
 Criminology 31  
 Education 11  
 International Relations 8  
 Philosophy 7  
 Politics 18  
 Sociology 4  
 Liberal Arts 2  
 Law 27  
 Economics 5

Nursing 26  
 Pharmacy 42  
 Primary Care Sciences 3  
 Radiography (Diagnostic Imaging) 2  
 Physiotherapy 17  
 Children's Nursing 4  
 Clinical Pharmacy Practice 2  
 Pharmaceutical Science  
 Technology & Business 6  
 Adult Nursing 3  
 Cell and Tissue Engineering 1  
 Rehabilitation Science 3  
 Research Techniques 2  
 Social Science Research Methods 1  
 Social Work 3  
 Health Policy and Governance 1  
 Medicine 35  
 Midwifery 6  
 Human Geography 7  
 Neuroscience 17  
 Parasitology 1

# PERSONAL DEMOGRAPHICS

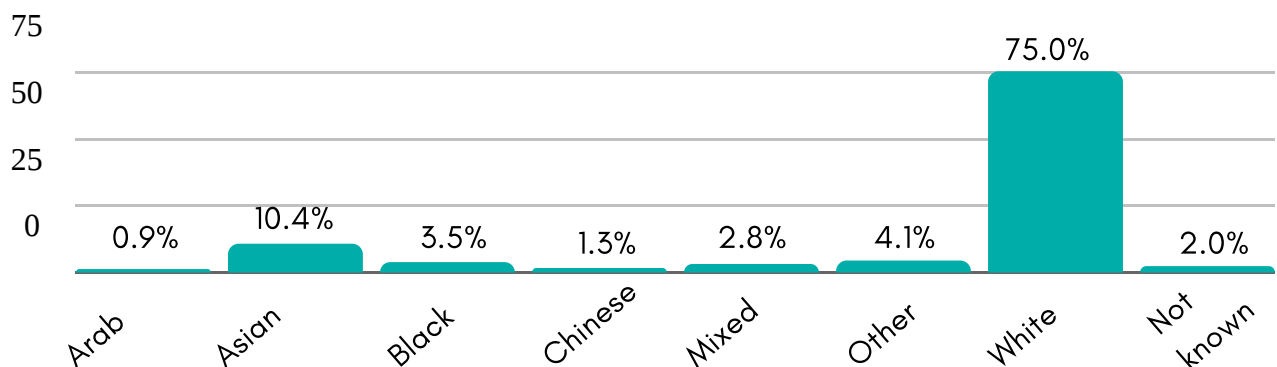
Age of participants (% of respondents)



## Whole Student Population

<18-20 (65%), 21-29 (20%), 30-39 (8%), 40+ (7%)

Ethnicity of participants (% of respondents)



## Whole Student Population

BME (32.6%), White (64.5%), not known (2.9%)

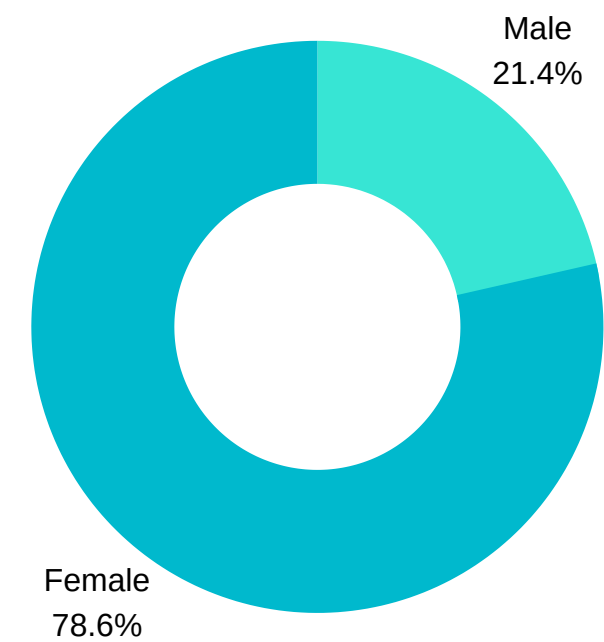
## Care Leavers

4 respondents were care leavers

## Estranged Students

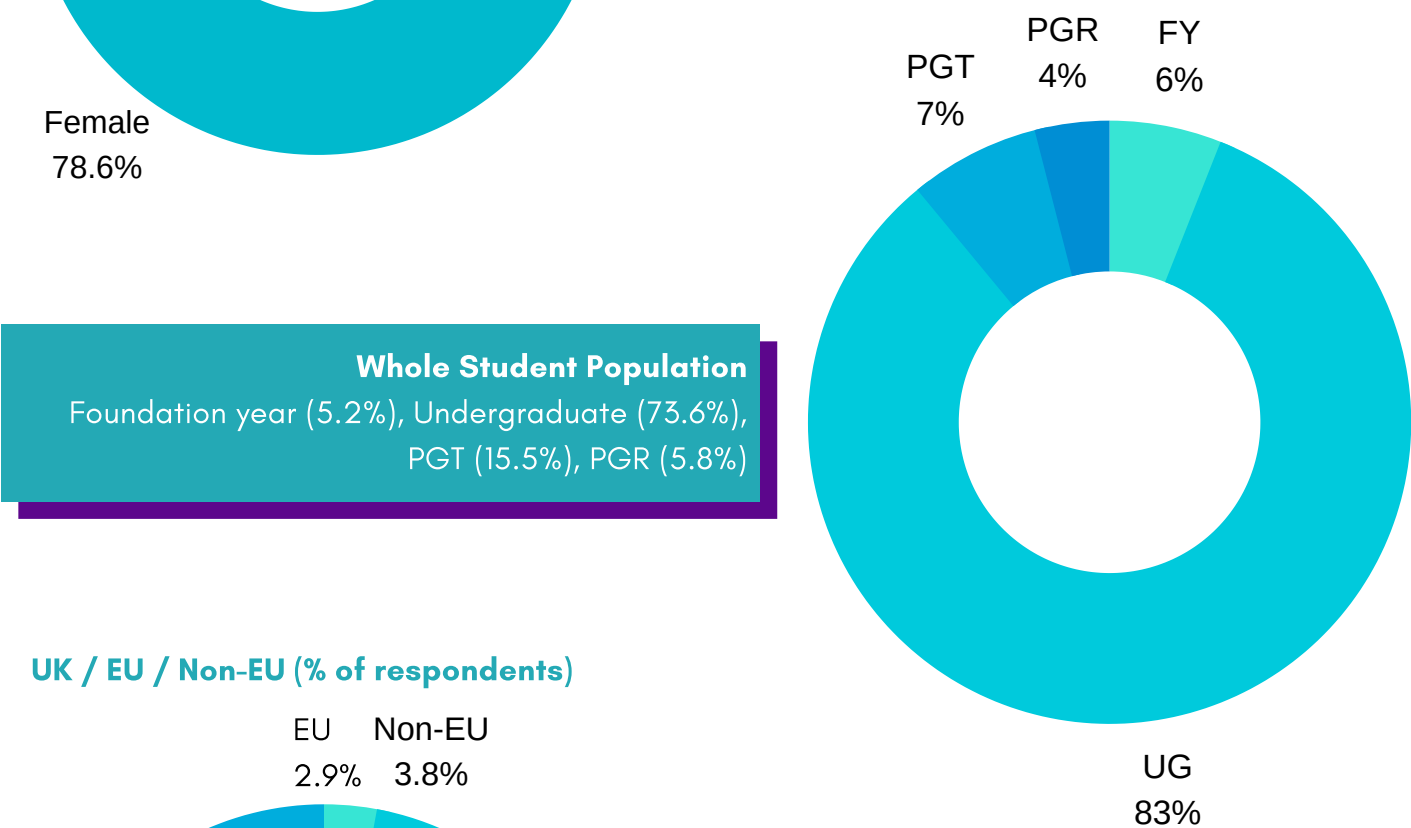
1 respondent identified as an estranged student

Gender of participants (% of respondents)



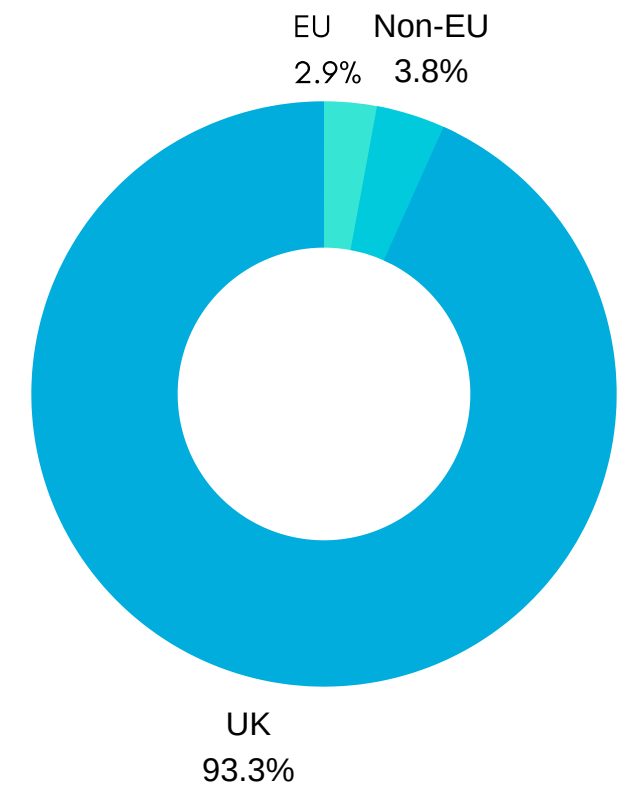
**Whole Student Population**  
Males (40%), Females (60%)

Year of Study (% of respondents)



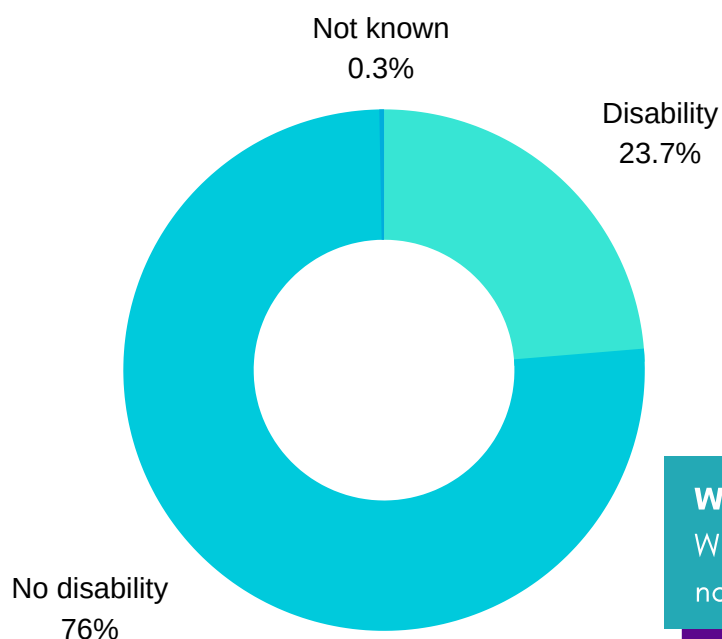
**Whole Student Population**  
Foundation year (5.2%), Undergraduate (73.6%),  
PGT (15.5%), PGR (5.8%)

UK / EU / Non-EU (% of respondents)



**Whole Student Population**  
UK students (91.2%), overseas students (8.5%)

### Disability (% of respondents)



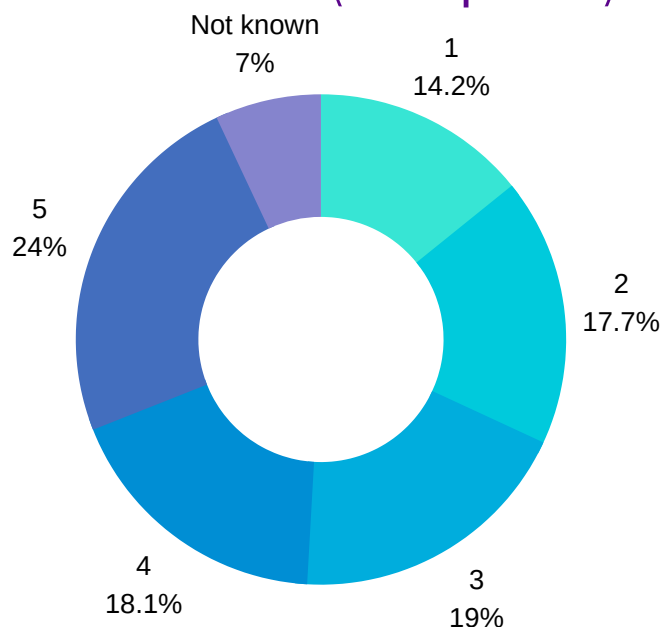
Of those students with disabilities:

- Long standing illness or health condition 14
- Mental health condition 56
- Physical impairment or mobility issues 3
- Social/communication impairment 9
- Specific learning disability 35
- Deaf or hearing impediment 1
- Two or more impairments 25
- Disability or condition not listed above 19

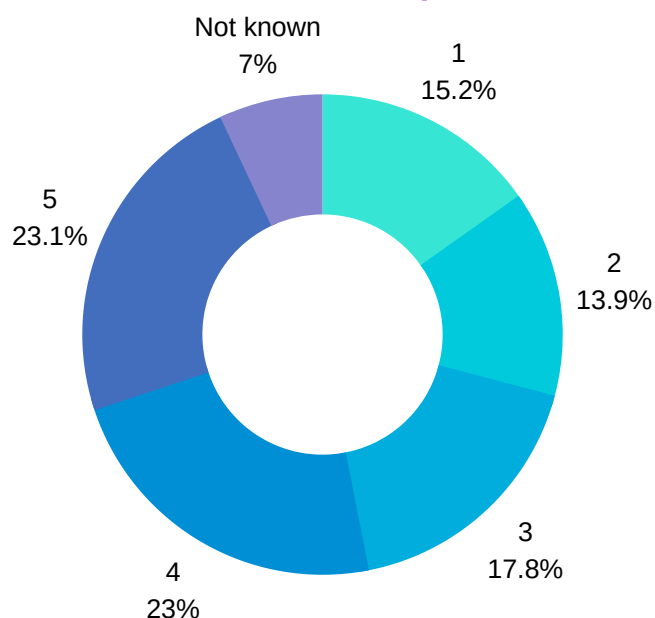
#### Whole Student Population

With disability (16.5%), without disability (83.3%), not known (0.1%)

### POLAR4 Quintiles (% of respondents)



### IMD Quintiles (% of respondents)



#### Whole Student Population

Polar4 Quintile: 1 (18.6%), 2 (17.8%), 3 (19.3%), 4 (19.6%), 5 (24.6%)

start to  
**SUCCESS**



If you have any questions about  
the survey or the findings please  
contact us on  
[info.starttosuccess@keele.ac.uk](mailto:info.starttosuccess@keele.ac.uk)

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